

DRAFT

**Wisconsin
Department of Public Instruction**



**Alternative Program Application For Initial Educator License
Based On Equivalency**

Date of Application

Name of District, Institution, Agency, or Enterprise Making Application

Street Address

City

State

Zip Code

Program Certifying Officer (Contact Person)

()

Telephone #

()

Fax #

E-mail Address

Chief Executive Officer

License Areas Including level(s), category(ies) and code numbers (see appendix C)

Level	Category	Code Numbers
(example: early adolescence- adolescence)	(Mathematics)	(21-400)

WISCONSIN ADMINISTRATIVE CODE PI 34.17(6)

(6)LICENSE BASED ON EQUIVALENCY. (a) An initial educator license may be issued to an applicant who has not completed an approved program, if the applicant has obtained a statement from an institution that the applicant has completed the equivalent of that institution's approved program, and if the applicant meets all of the requirements of this chapter.

(b) An initial educator license may be issued to an applicant who completes department approved standards based training and assessments for the license. The assessment requirement shall include receiving a passing score on a standardized examination approved by the state superintendent in the area of competence through an assessment process, approved by the state superintendent, that meets the standards under subchapter II, including any standardized examinations prescribed by the state superintendent for licensure.

(c) An initial educator license may be issued to an applicant who has completed an alternative training program approved by the state superintendent that is provided by, but not limited to, a college or university, school, school district, CESA, consortia, technical college, private enterprise or agency. Each alternative training program shall be based on the standards under subchapter II and shall include assessment of candidate performance as measured against the standards, including any standardized examinations prescribed by the state superintendent for licensure.

(d) 1. The state superintendent shall insure that program providers under pars. (b) and (c) have adequate resources to support teaching by faculty and learning by students. The state superintendent shall insure that program providers under pars. (b) and (c) have sufficient budgetary resources to fulfill their mission and offer quality programs.

2. The program provider, in collaboration with the department, shall systematically evaluate and report to the public graduate performance in obtaining employment in Wisconsin schools or school districts as well as graduate performance in advancing from the initial to professional educator license and master educator license after the first 5 years of employment.

WISCONSIN TEACHER, ADMINISTRATOR, PUPIL SERVICES STANDARDS PI 34

TEACHER STANDARDS PI 34.02 To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

- 1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- 2) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- 3) The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- 4) The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
- 5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6) The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7) The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- 8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- 9) The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
- 10) The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

ADMINISTRATOR STANDARDS PI 34.03 To receive a license in a school administrator category under s.PI 34.32, an applicant shall complete an approved program in school administration and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

- 1) The administrator has an understanding of and demonstrates competence in the teacher standards under s.PI 34.02.
- 2) The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
- 3) The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
- 4) The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
- 5) The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- 6) The administrator acts with integrity, fairness, and in an ethical manner.
- 7) The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

PUPIL SERVICES STANDARDS PI 34.04 To receive a license in a pupil services category under s. PI 34.31, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

- 1) The pupil services professional understands the teacher standards under s. PI 34.02.
- 2) The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.
- 3) The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.
- 4) The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.
- 5) The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.
- 6) The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
- 7) The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

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Appendix B: Chapter PI 34 Teacher Education Program Approval and Licenses

Appendix C Code numbers for license levels and categories

Introduction: Executive Summary

The guiding principle for review and approval of alternative programs is that the same high performance standards required of graduates of programs offered at Wisconsin's colleges and universities should also be maintained for graduates of alternative programs for initial licensure. This principle is articulated in the language of PI34.17 (6)(c)(d) which states that alternative programs

“shall be based on the standards under subch. II and shall include assessment of candidate performance as measured against the standards, including any standardized examinations prescribed by the state superintendent for licensure.”

The design of the application, developed by the Recruitment/Alternative Certification Work team as part of a Title II Teacher Quality Grant awarded to the Wisconsin Department of Public Instruction, carefully weaves together the performance standards referenced in PI34.17 (6) with additional rule language that requires the state superintendent insure that alternative programs have

“sufficient budgetary resources necessary to fulfill their mission and offer quality programs.”

With the understanding that an alternative program does not have to meet all the requirements established for approval of our college and university programs, certain evidence must be provided in order for the Department of Public Instruction to determine that the alternative program is both educationally and financially capable of providing the necessary support to their students/clients so that they can meet the performance standards and succeed as initial educators.

The seven (7) components of the application establish the evidence the work team considered imperative for approval without prescribing or mandating any ‘right or wrong answers’. Certain components are borrowed from the traditional program approval in PI34.15. References are made in the application to specific sections of PI34.15 program approval. These references are not requirements, but a guide to alternative program providers to help them compile the evidence requested. The evidence requested in the seven components of the application results in a total picture or ‘conceptual framework’ from which the department can determine program approval.

Review Process

a. Review Team

The State Superintendent shall appoint a review team for 2 year terms (staggered) that includeA:

A consultant from the department's Teacher Education, Professional Development and Licensing Team;

An educator from an institution of higher education

A teacher employed by a Wisconsin school district

An administrator employed by a Wisconsin school district

A school board member

b. Timeline for submission and review

Applications for Alternative Programs for Initial Licensure will be accepted 3 times a year: September 1, January 1, and May 1. The review team will meet within 45 days of the department's receipt of a completed application and provide a written recommendation to the Director of Teacher Education, Professional Development and Licensing Team within 60 days of receipt of the application. The review team's recommendation shall be based on the approval options described below. The department shall provide a written response to the applicant regarding approval within 90 days of receipt of the application.

c. Approval Options

CONDITIONAL APPROVAL: to be awarded if the application has been satisfactorily completed. The conditional approval would exist for a period of time to extend 1 year after the first cohort of students complete the alternative program. Full approval would be awarded after an onsite review occurs which provide assurances to the department that the program is meeting its goals and objectives and program completers successfully met the assessments required to be proficient in the standards.

CONDITIONAL APPROVAL PENDING RECEIPT OF REQUESTED INFORMATION: to be awarded if some information requested in the application is incomplete or unsatisfactory. A timeline would be given for submittal of the additional or revised information.

NOT APPROVED: Did not meet criteria

Appeal Process

Appeal procedure.(modified from PI 34.07):

(1) Appeals of non-approval decisions by the *department* may be made on any of the following grounds:

(a) The *department's* decision was based on material errors of facts.

(b) The *department's* decision was arbitrary and capricious.

(c) The *application did not fully describe the assessments that assure participants will be able to demonstrate proficiency in the knowledge, skills and dispositions to meet the standards.*

(2) An *applicant* shall commence an appeal by sending a written notice of appeal to the state superintendent by certified mail within 30 days after the *applicant* receives formal notice of the decision of non-approval. The notice of appeal shall set forth the reasons for the appeal and the grounds upon which the appeal is based and shall be signed by the institution/*agency's* chief administrator.

(3) The state superintendent shall appoint an impartial hearing panel to review appeals and make recommendations to the state superintendent. The hearing shall be held within 60 days after the appeal is received by the state superintendent. No employee of the appealing institution/*agency*, departmental employee, member of the professional standards council, or other person who was involved in making the decision that is the subject of the appeal may serve on the hearing panel.

(4) Evidence of program or institutional/*agency* changes implemented after the state superintendent's decision for denial is not admissible at the hearing.

(5) Based on the evidence presented at the hearing and the recommendation of the hearing panel, the state superintendent or designee shall affirm, modify or reverse the decision that is the subject of the appeal. If the decision is affirmed, the state superintendent may require the appellant either to agree in writing to meet conditions established by the state superintendent to comply with this chapter or withdraw approval of the program leading to licensure. If program approval is withdrawn, the institution/*agency* shall provide notice to prospective and currently enrolled students of non-approval of the program leading to licensure.

Directions for completion of application

- The application should be no more than 20 typewritten pages (12 font), excluding appendices and be submitted in both print and electronic format
- PI 34 references (see appendix b) in each section of the application are included only as guides for understanding criteria required of Wisconsin's colleges and universities for program approval
- The rubrics guide (see appendix a) should be used as a self evaluation tool as the application is being developed
- The rubrics guide must be returned with the application with the agency response column completed by the applicant identifying for purposes of cross-reference the section/page where documentation is located

i.

APPLICATION

I. Need, Mission, Philosophy

(As you prepare your responses refer to PI 34.06(1)1-6 and 34.15, as applicable)

Provide the following information:

A. Program need

- Supporting research base

B. Program mission

C. Program Philosophy

- Supporting research base

II. Goals and Objectives

Describe how this program will address items A. and B. below as well as any other goals and objectives of the program:

A. Increasing the diversity of Wisconsin educators

B. Eliminating the shortages of licensed educators in
specific license categories or geographic locations

C. Other

III. Resources Statement

(As you prepare your responses refer to PI 34.10, 11, 12 and 14(1) and 34.17)

Provide information on the educational and financial resources available to support the program. Specific subtopics to be provided include

- A. Financial statement/budget design which ensures financial stability through program completion and required follow-up
- B. Instructional Resources, including facilities and/or access to facilities. (Attach letters of commitment if the facilities are provided through collaborative or partnership agreement)
- C. Faculty and Program Administrator, including names and qualifications
- D. Marketing plan including recruitment goals and strategies. (attach supplemental material such as advertising brochures, if available, etc.)
- E. Student fees and tuition, and available financial aid
- F. Financial support or obligations due to collaborative or partnership efforts, if applicable

IV. Instructional Design

(As you prepare your responses, refer to PI 34.15(4) and 34.17)

- A. Describe the instructional design including course of study, specific courses, and applicable experiences, that will ensure that individuals recommended for initial educator certification will be proficient in the Wisconsin educational standards (teacher, administrator, or pupil services). Include knowledge, skills and dispositions the program has developed for each standard
- B. Describe how the requirements identified in PI 34.15(4) are incorporated within the program
- C. Describe clinical experience requirements within the program
- D. Describe partnerships with collaborating schools and provisions for supervising/cooperating/mentoring educators
- E. Describe the timeline for students to complete the program

V. Student Admission

(As you prepare your responses refer to PI 34.14(1)(a) and (b) as applicable)

A. Describe the student admission process including the following components

- Degree Requirements
- GPA, or equivalent
- Prior Experience
- Interview Process
- Criminal Background Checks
- Other

B. Describe any policies developed for exceptions/waivers

C. Include, if applicable, partnership agreement(s) with accredited institution(s) of higher education for granting of bachelors degree if students are not required to have BA/BS degree for program admission

VI. Student Assessment and Program Completion

(As you prepare your responses refer to PI 34 (subchapter 2), PI 34.13(3b), 34.14(2), and 34.15(2))

- A. Describe the multiple and ongoing assessments in communication skills, content, human relations, pedagogy and clinical practice that will be used to ensure students demonstrate proficiency in the Wisconsin educational standards (Teacher, Administrator, or Pupil Services)
- B. Describe the documentation required within a student's portfolio that will demonstrate
 - Proficiency in the Wisconsin Educational Standards
 - Pupil learning
 - Student reflection and self-evaluation
- C. Describe the plan for student retention and career counseling
- D. Describe the plan for dealing with students who are not successful in the program

VII. Program Evaluation

(As you prepare your responses, refer to PI 34.15(8))

Describe the program evaluation plan that will determine if the goals and objectives described in section II are reached and how follow-up studies required under PI 34.17(6)(d)2 will be completed.

Signatures:

Name *Print or Type*

Date

Signature (Certifying Officer)

Name *Print or Type*

Date

Signature (Chief Executive Officer)

Sworn and signed before me this_____ day of_____ .

Notary Public, State of _____

My commission expires on _____

Appendices